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ABSTRACT

A training program carried out by the Center for Early Education (CEE) to prepare or upgrade the performance of 20 day-care administrators in Los Angeles County is discussed as to the program, evaluation, and findings. The program, consisting of 2 three-week workshops and six interim seminars, was designed to achieve 12 goals relating to child development. Courses presented in the seminars were: Human Development, Creating the Day Care Environment, Interaction Effectiveness, Practicum and Observation, and The Parent and the School. The steps in the program-evaluation process were: (1) Formulation of goals, (2) Operalization of goals, (3) Selection of criteria for mastery, (4) Selection/development of tests and measures, (5) Scheduling of testing program, (6) Dissemination and weighting of program goals, (7) Pretesting of participants, (8) Analysis of pretest data, (9) Formative assessment procedures, (10) Post-testing, (11) Analysis of data, and (12) Uses of evaluation. The findings are in relation to the 12 objectives, together with descriptions of tests administered, the variables used in the assessment process, and the results of each test procedure. The data reveal that 9 of the 12 objectives were achieved as a result of instruction. (DB)

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SUMMATIVE EVALUATION OF A CURRICULUM DEVELOPED TO PREPARE DAY CARE ADMINISTRATORS USING MASTERY/NON-MASTERY CRITERIA

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INTRODUCTION

In 1970, the United States Bureau of Labor reported that 25% of mothers with children under five years of age are now part of the labor force. In all, women hold 37% of the jobs in the United States. The Department of Labor predicts a 43% increase in employed women during the decade of the 1970's. Currently, changes in the welfare systems in the several states encourage job training for women. These factors together with the acceptance of the efficacy of group learning for young children and the recognition of equal status for women have created a need for a sharply increased number of day care facilities with competent personnel in leadership and staff positions.

During the academic year 1970-71, the Center for Early Education (CEE), funded under the Office of Education, Education Profession Development Act, developed and carried out a year-long training program designed to prepare and/or upgrade the performance of 20 day care administrators in Los Angeles County. This program was also designed to serve as a reproducible curriculum model to be used to meet the increasing demands for the preparation of larger groups of day care administrators.

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PROGRAM

Goals

The CEE program, consisting of two three-week workshops and six interim seminars, scheduled during the academic year 1970-71, was designed to achieve 12 major goals. It was expected that the participants would at the end of the period of instruction:

1) Demonstrate understanding of and be able to analyze in a child care facility) specific aspects of child growth and development:
   a) physical
   b) cognitive
   c) emotional
   d) social
2) Apply knowledge of child development in setting educational objectives or selecting learning opportunities to further children's cognitive development.
3) Describe play behavior in children from ages 2 to 6, and to designate appropriate play and learning materials for each stage of development.
4) Demonstrate an awareness of one's personal strengths and limitations in relation to the role of day care administrator, and the ability to utilize the strengths and remediate the weaknesses.
5) Demonstrate knowledge of cultural and environmental factors that affect specific child-rearing practices, both

in the dominant and the different or economically-disadvantaged culture. Emphasis was given to optimizing child development by employing coordination and communication strategies with parents and the school in order to bring about optimum child development.

6) Demonstrate competence in:

   a) budgeting
   b) menu planning
   c) designing a room and yard
   d) program planning

7) Use strategies to assess community needs, to determine available services, and to plan a coordinated program using these resources.

8) Increase awareness of unconscious behavior and its effects upon individuals and groups through effective interaction in the workshop setting and later through outside contacts with staff, parents, and children in the participant's school.

9) Describe distinctions between public, private, non-profit and proprietary day care facilities in terms of:

   a) sources of financial support
   b) standards for operation

10) Demonstrate the ability to observe the behavior of children and adults and to interpret that behavior in terms of unconscious motivation.

11) Increase the individual's repetoire of teaching and

interpersonal strategies to meet contingent situations which occur during a day care program.

12) Develop attitudes which make the individual genuinely concerned for and empathic towards the problems of staff, children, and parents.

Organization

The curriculum was organized around a series of seminars and field experiences, each designed to achieve one or more of the program's goals. Each instructor or team responsible for a specific seminar participated in formulating the goals to be achieved as a result of instruction. A cooperative, open process in which those responsible for the accomplishment of learning goals were also participants in the choice of goals was employed. Thus the criteria for both formative and summative evaluation were established.

Curriculum

Descriptions of the seminars offered as well as the goals which were to be accomplished through the learning experiences provided in each of the seminars are as follows:

Course Title	Description	Goals
Human Development	Advanced course in child development with emphasis on application of principles to the understanding of the child in the day care setting (his needs, his behavior and the	1,3,10

conditions that will encourage his physical, emotional and intellectual growth, including cognition and language).

This course included a review of principles of child development covering physical, social, emotional and intellectual growth; readings and discussion of most recent findings in area of concept development; study of developmental problems likely to be seen in the day care setting.

Case material for analysis and discussion was drawn from the experience of participants, readings, and films. Direct observation of children at CEE and video-taped sequences were used.

Creating the Day Care Environment	The major assumption of this course was that a good day care program provides for the needs of working mothers, for the needs of their children, and provides a community service.	2,3,6,7,9

The aspects of day care operations covered were: The Facility--room and yard design and selection of equipment; Standards--State Department of Social Welfare Licensing Standards and Federal Interagency Day Care Requirements; Operations--budgets, menus, food preparation, purchasing and maintenance; Program Planning--daily, monthly, and yearly schedules for children, parents and staff; Community Resources--Health, Social Welfare and Legal Aid, and Staff Development.

The effect of the day care environment on the child was considered

	in comparison with the home-reared child. Other communal child-rearing practices were considered.	
Seminar in Interaction Effectiveness	This unstructured seminar designed to consolidate and reinforce learning after each institute, focused on the development of an awareness of the unconscious motivation of behavior. Discussions were centered on the student's own experiences with individuals or groups and how he was perceived by others and in turn perceived them. The emphasis was placed on understanding and abrogating barriers to effective interaction.	8,10,12
Practicum and Observation	Participation under qualified supervision in a public, private or non-profit institution that provided full day care for young children. Observation of five other facilities which offered full day programs.	9,10,11
The Parent and the School	This course focused on patterns of family behavior and their effects on the interaction between parent and school. Identification of the ways in which child-rearing attitudes of the teacher and those of the parents might effect the relationships between parent and child, teacher and child, and parent and teacher was included. Evaluation of factors which enabled parents and school to establish positive communication was made.	4,5,7,10

Schedule

The program consisted of two three-week full time institutes for which each participant was paid a weekly stipend through the

EPDA grant and six follow-up seminars which were held on Saturdays and for which remuneration was also available. These interim sessions were used to help participants relate their new knowledge and skills to their actual work situation. In addition an orientation and pre-test session was held before the program began and a post-test workshop was conducted after the program was completed. (See Figure 1)

Participants

Applicants were solicited from all day care agencies in Los Angeles County. The primary criterion for selection was current involvement in day care of the young. Screening practices included interviews and review of transcrips and recommendations. Twenty participants from Los Angeles County were selected; all but one was female. The ages of participants ranged from under 25 to over 55 with the median and mean in the late 30's (Table 1).

TABLE 1
Age Distribution of CEE Program Participants

Ages	N = 20
Under 25	3
25-29	1
30-34	5
35-39	2
40-44	5
45-59	---
50-53	3
55-59	1

FIGURE 1

TIME SCHEDULE

Orientation and Pre-Testing
October 3, 1970 -- 9 A.M. to 5 P.M.

Institute I
October 12-16, 1970 -- 9 A.M. to 5 P.M.
October 19-23, 1970 -- 9 A.M. to 5 P.M.
October 26-30, 1970 -- 9 A.M. to 5 P.M.

Follow-up and Evaluation Seminars
November 7,21, 1970 -- 9 A.M. to 1 P.M.
December 12, 1970 -- 9 A.M. to 1 P.M.
January 9,23, 1971 -- 9 A.M. to 1 P.M.

Institute 1I
February 15-19, 1971 -- 9 A.M. to 5 P.M.
February 22-26, 1971 -- 9 A.M. to 5 P.M.
March 1-5, 1971 -- 9 A.M. to 5 P.M.

Follow-up Seminars
March 13,27, 1971 -- 9 A.M. to 1 P.M.
April 17, 1971 -- 9 A.M. to 1 P.M.
May 1,15, 1971 -- 9 A.M. to 1 P.M.

Evaluation for Participants and Staff
June 5, 1971 -- 9 A.M. to 5 P.M.

Ethnically, a majority of the program's participants were black. There were also representatives from the Mexican-American, Puerto Rican and Anglo communities (Table 2).

TABLE 2
Racial or Ethnic Distribution of Participants in CEE Program

N = 20

Anglo	7
Negro or Black	11
Puerto Rican	1
Mexican-American	1

The educational level of the participants was distributed over a wide range. Although one participant possessed a Master's Degree, most of the participants (75%) had earned no more than a high school diploma (Table 3).

TABLE 3
Educational Levels of CEE Participants

N = 20

Less than High School	1
High School Graduate	14
Bachelor's Degree	4
Master's Degree	1

At the time of acceptance into the program all but one participant was employed in a pre-school setting. Ninety percent of them were in day care centers serving families of which a majority had incomes below the poverty level. Fifty-five percent held positions as teachers, 25% were in adminis-

trative positions and the others were employed as aides or paraprofessionals. Approximately two-thirds of the participants worked in public institutions and one-third in private schools. The years of experience in the field of early childhood education ranged from zero to no more than 15 years (Table 4).

TABLE 4
Total Years of CEE Participants' Employment
in Field of Education

N = 20

0	1
1-4	8
5-9	8
10-14	2
15-19	1

EVALUATION

Purpose

The plans for evaluation of the program were instituted concurrent with the development of the curriculum. Evaluation process was carried out continually. It served several functions:

First, it provided clarity of focus for planning. By formulating program objectives in operational terms the development of appropriate learning opportunities specifically designed to achieve the goals and the selection of summative measurement instruments was facilitated.

Its second function was to provide data for rational

decision making. The basic skills, attitudes and knowledge necessary for administration of day care facilities were tentatively established. Priorities were chosen and the institution's program staff determined those outcomes which could be reasonably attained.

Its third function was to serve as a standard of accountability in the supervisory process. By explicitly stating program goals and performance criteria, instructional personnel were able to adapt and modify their own teaching behavior to achieve these goals. The need for "second person" supervision was therefore minimal. Emphasis was focused upon the instructional strategies which would achieve objectives rather than on the personalities or traits of the instructors. This allowed for maximum experimentation and creativity in goal achievement and a minimum of ego threat.

Fourth, it facilitated communication among staff members concerning the program. Many conferences and discussions were held to determine how behavior, program and schedules might be modified to better achieve goals. This common process was a key factor in facilitating the formative evaluation of the program.

Fifth, it provided the staff with a set of desired end behaviors against which entry behavior of participants could be measured and assessed. The data from the initial measurements served then in individualizing the program to provide

for individual deficits and to utilize participants' skills in the program.

Finally, by defining the goals to be met early in the program and mutually agreeing upon them and the evidence which would demonstrate competency, the success of the program could then be easily and openly determined.

Process

The steps in the evaluation process are presented in Figure 2 and described as follows:

1. Formulation of goals: Possible program objectives were considered in the light of the mission of the program, i.e., the preparation of day care administrators. The past experience of the staff of the Center for Early Education, research data on early childhood learning, and input from an advisory committee were used in selecting the 12 program goals.

2. Operalization of goals: Specific behaviors representative of each goal were identified. These examples of desirable skills, attitudes, and knowledge served as guideposts in curriculum planning and evaluation; in no way were they meant to represent the total population of behaviors to be achieved.

3. Selection of criteria for mastery: For each objective a level of performance was stipulated which in the judgment of the staff would give evidence that a program participant had

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Insert Figure 2

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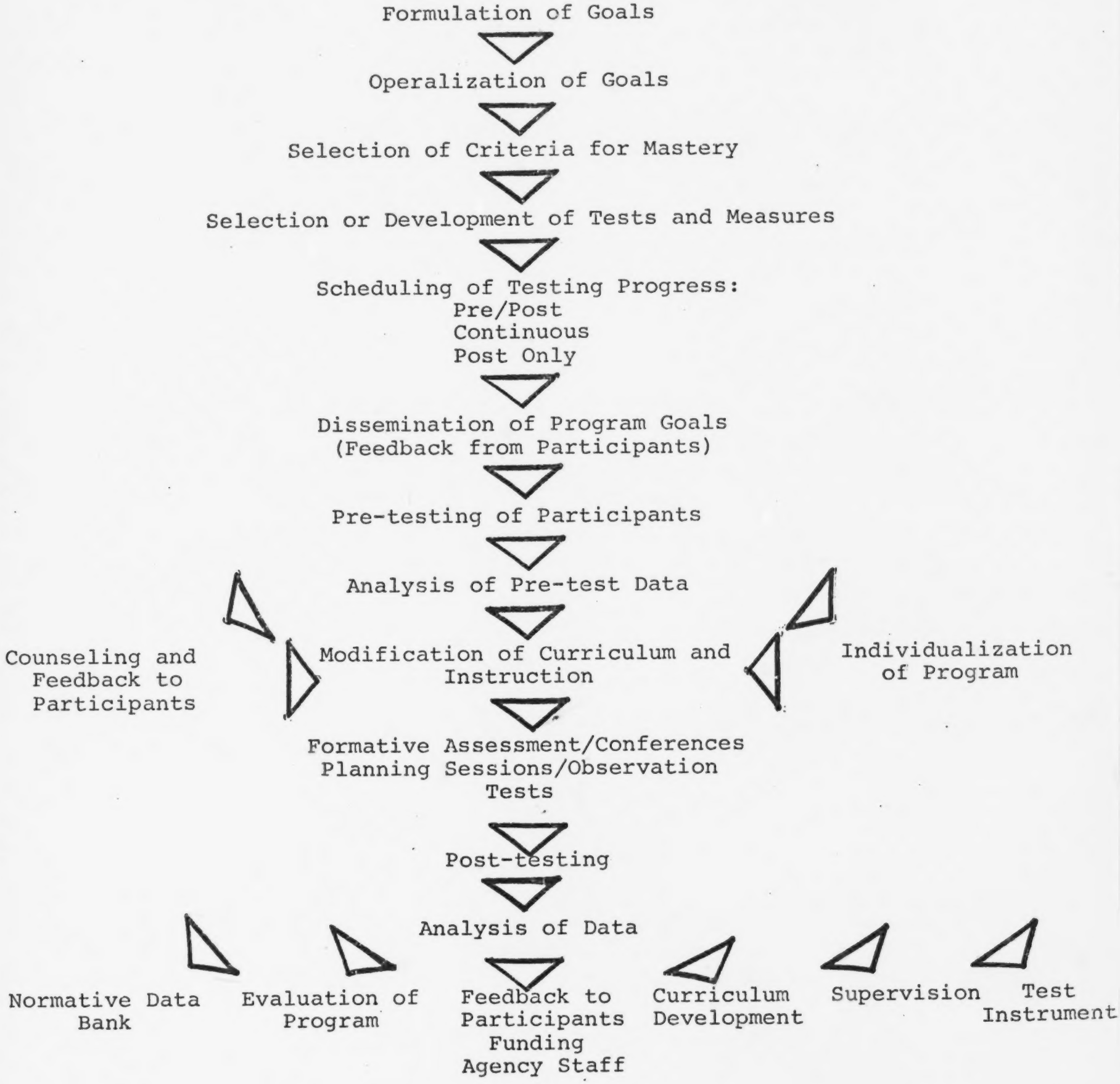
FIGURE 2
PROCESS OF EVALUATION
CEE Project to Train Day Care Administrators



achieved mastery[1], i.e., a level of performance acceptable in a practicing day care administrator.

4. Selection/development of tests and measures: Methods of measuring learners' performance were examined. The selection or development of testing instruments and other assessment procedures were facilitated by the data gathered in Step 2. Procedures used included teacher-made objective tests, projective techniques, the use of such unobtrusive measures as psychoanalytic observations and diagnosis and assessment of task performance. The types of behavior measured included the acquisition and application of knowledge as well as attitudes and skills.

5. Scheduling of testing program: Decisions were made whether to test participants' entry and exit behavior thus measuring growth during the program for a specific objective or whether to assume success if behavior exhibited at the end of the program was at an acceptable level (mastery) for a day care administrator. Provisions were also made for continuous monitoring procedures, i.e., staff conferences, feedback meetings, interviews.

6. Dissemination and weighting of program goals: Prior to the beginning of the program, the statement of goals were

1. Bloom, Benjamin S., "Learning for Mastery," Instruction and Curriculum, Topical Papers and Reprints No.1, Regional Education Laboratory for the Carolinas and Virginia (RELCV), May 1968.

mailed to the participants. They were asked to rank the goals in order of importance to them (Figure 3). This procedure served two purposes. First it sensitized the participants to the program objectives and second it served as a basis for feedback to the staff about the relative importance to the participants of these goals.

7. Pretesting of participants: The purpose of the pretest session was explained to the participants. Selected tests were administered. For each test administered, participants were made aware of the desired goal behavior the test was designed to measure.

8. Analysis of pretest data: Pretests were scored and analysed. Changes were made in the planned curriculum and in instructional strategies to provide for individual differences (A) and to meet the groups' needs (B). Individual conferences were held to review pretest results in order to help participants become aware of any areas of strengths or weakness (C).

9. Formative assessment procedures: During the on-going program provisions were made for continuous assessment of participants' needs and modification of learning experiences. Feedback was obtained through observation of classroom behavior, conferences, staff discussion and samples of student performance.

10. Post-testing: Post tests were administered. A critique of the program was held with staff and participants.

11. Analysis of data: Scoring was done on a mastery/non-mastery basis as suggested by Bloom (see Footnote 1). Variables to be used in scoring were identified for each test. A level of performance mastery, that is a level acceptable for a performing day care administrator, was determined. Scores of either 1 (non-mastery) or 2 (mastery) were assigned for each variable on the test and then a 1 or 2 was assigned to each test as a whole.

For those tests for which only post-measures were obtained, a criterion of 60% of participants achieving mastery was used to assess the success of the program.

For the tests on which both pre- and post-test measures were available, a test of proportion[2] was used to determine whether the improvement (if any) of the 20 participants' scores could be inferred to have been achieved as a result of the program or by chance. The level of significance to be accepted was set at $P = .05$.

12. Uses of evaluation: The information received was then used for the purposes discussed in the previous section. They included curriculum development, normative data collection, supervision, instrument instruction and evaluation.

2. Wallis, W. Allen and Harry V. Roberts, Statistics: A New Approach, New York: The Free Press, 1956.

FIGURE 3
Participants' Ranking of Program Goals

GOALS:	RANKED BY PARTICIPANTS:
1. Demonstrate understanding of the following aspects of child growth and development: a) physical; b) cognitive; c) emotional; d) social	3
2. Apply knowledge of child development in setting educational objectives or selecting learning opportunities to further children's cognitive development.	5
3. Describe play behavior in children from ages 2 to 6 and designate appropriate play and learning materials for each stage of development.	4
4. Demonstrate an awareness of one's personal strengths and limitations in relation to the role of day care administrator, and the ability to utilize the strengths and remediate the weaknesses.	2
5. Demonstrate knowledge of cultural and environmental factors that affect specific child-rearing practices, both in the dominant culture, and in the culturally different or economically-disadvantaged, in order to bring about optimum child development through better communication and coordination between parent and school.	1
6. Demonstrate competence in: a) budgeting; b) menu planning; c) designing a room and yard; d) program planning.	11
7. Use strategies to assess community needs, to determine available services, and to plan a coordinated program using these resources.	6
8. Increase awareness of unconscious behavior and its effects upon individuals and groups through effective interaction in the workshop setting and later through outside contacts with staff, parents, and children in the participant's school.	7
9. Describe distinctions between public, private, non-profit and proprietary day care facilities in terms of: a) sources of financial support; b) standards for operation	12
10. Demonstrate the ability to observe the behavior of children and adults and to interpret that behavior in terms of unconscious motivation.	10
11. Increase the individual's repetoire of teaching and interpersonal strategies to provide for all situations which occur during a day care program.	8
12. Develop attitudes which make the individual genuinely concerned for and empathic towards the problems of staff, children, and parents.	9

FINDINGS

Following, organized by objectives are the descriptions of tests administered, the variables used in the assessment process and the results of each test procedure.

OBJECTIVE 1 -- Demonstrate understanding of the following aspects of child growth and development: a) physical; b) cognitive; c) emotional; d) social; and the ability to analyze specific behavior encountered in a child care facility within this conceptual framework.

Task A: List developmental concepts

Assessment Variables:

1. Knowledge of physical development of children aged 1-10
2. Knowledge of Freud's stages of psychosexual development
3. Knowledge of Erikson's stages of development
4. Knowledge of steps in the process of language development
5. Familiarity with Piaget's stages of cognitive development

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	2	17	19
Non-Mastery	0	1	1
Total	2	18	20

Task B: Analysis of video-taped episodes

Assessment Variables:

1. Objectivity of description (non-projection)
2. Accuracy of description
3. Identification of Problem
4. Recognition of individual differences
5. Recognition of age typical and non-typical behavior
6. Recognition and acceptance of actual problem (non-avoidance)
7. Labeling of assumptions
8. Support of assumptions

Results:

VIDEO-TAPE EPISODE I

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	13	3	16
Non-Mastery	1	2	3
Total	14	5	19

VIDEO-TAPE EPISODE II

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	10	4	14
Non-Mastery	2	2	4
Total	12	6	18

OBJECTIVE 2 -- To be able to apply this knowledge of child development in setting objectives or selecting learning opportunities to further the children's cognitive development.

Task A: Given a catalog and a budget of $100, select equipment to further children's cognitive development for 3 groups--3, 4, and 5 years old. The rooms are already furnished with tables, chairs, bookshelves, cots and art materials.

Assessment Variables: At least one appropriate item for each category:

1. Motor-sensory manipulation
2. Language and communication skill
3. Number and seriation
4. Science
5. Social studies and community exploration
6. Self-image and social awareness

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	12	3	15
Non-Mastery	2	1	3
Total	14	4	18

Task B: Select a learning objective and write a week's program designed to achieve the objective.

Assessment Variables:

1. Appropriateness of objective selected for age level of children
2. Effectiveness of activities rated in terms of number of activities
3. Effectiveness of activities rated in terms of whether they achieve objective

Results: Mastery: 83%

OBJECTIVE 3 -- Describe play behavior in children from ages 2 to 6, and designate appropriate play and learning materials from each stage.

Task A: List play behavior in 2-6 year olds. Describe role of play.

Assessment Variables:

1. Four behaviors specific to each age including at least one: a) motor behavior; b) social pattern; and c) play and fantasy
2. Define the role of play in child development

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	9	7	16
Non-Mastery	1	2	3
Total	10	9	10

OBJECTIVE 4 -- Demonstrate an awareness of one's personal strengths and limitations in relation to the role of day care administrator, and the ability to utilize the strengths and remediate the weaknesses.

Task A: To answer the following questions at the beginning of the program:

1. What kinds of people do you have the most difficulty helping?
2. Give a short description of circumstances under which your difficulty arises
3. How do you usually deal with these difficulties?

Task B: At the conclusion of the program, to use the above statements and be asked to answer the following question: How would you deal with these people now?

Assessment Variables:

Participants were ranked by an evaluator (psychiatrist) primarily on the answer to question No. 3. In general, the psychiatrist's evaluation considered

factors such as:

1. Shows awareness of one's own attitudes and feelings and how they affect relationships with others
2. Shows awareness of feelings and attitudes of others and how one reacts to them
3. Shows ability to understand the situation from the other person's point of view without feeling threatened
4. Shows general awareness of importance of feelings and attitudes in human relationships and how they affect one's ability to cope with difficult situations
5. Shows ability to act appropriately rather than ignoring the situation/problem

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	10	5	15
Non-Mastery	2	3	5
Total	12	8	20

OBJECTIVE 5 -- Demonstrate knowledge of cultural and environmental factors that affect specific child-rearing practices, both in the dominant culture and in the culturally different or economically-disadvantaged, in order to bring about optimum child development through better communication and coordination between parent and school.

Task A: Given a list of specific child-rearing practices, to select those which are common among a particular ethnic group.

Assessment Variables:

1. Appropriateness of matching
2. Awareness (mention) that it is difficult to "stereotype"

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	8	12	20
Non-Mastery	0	0	0
Total	8	12	20

OBJECTIVE 6 -- Demonstrate competence in a) budgeting; b) menu planning; c) designing a room and d) program planning.

Task A: Evaluate a representative budget for a day care program for 30 children.

Assessment Variables:

1. Analyze representative budget using percentages discussed in class
2. Identify errors in budget; also exclusions and over-allotments
3. Suggest ways by which representative budget could be improved

Results: Mastery: 60%

Task B: Plan a classroom

Assessment Variables: Indoor

1. Deliniation between areas is clear (i.e., between block area, housekeeping, quiet, etc.)
2. Storage--materials close at hand
3. Clear pathway between units
4. No hidden units for ease of supervision
5. Units--emphasis on super, complex (weighted twice)

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	9	4	13
Non-Mastery	1	6	7
Total	10	10	20

Task C: Plan an outdoor area

Assessment Variables: Outdoor

1. Units (this item weighted twice)

   a) simple units; b) super units; c) complex units; and d) potential units

2. Outdoor area has defined path for trikes

3. No play units are hidden

4. Lack of central dead space

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	8	2	10
Non-Mastery	2	8	10
Total	10	10	20

OBJECTIVE 7 -- Use strategies to assess community needs, determine available services, and to plan a coordinated program using these resources.

Task A: Take a walking tour of the one square mile area surrounding their own day care site and make a map listing community resources available and lacking.

Assessment Variables:

1. Provides accurate map, indicating day care center and its relationship to specific institutions, services, resources
2. Indicates community resources offering services to families
3. Indicates community resources available to children and their teachers
4. Indicates what types of services or facilities are unavailable in the community

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	4	5	9
Non-Mastery	0	5	5
Total	4	10	14

OBJECTIVE 8 -- Increase awareness of unconscious behavior and its effects upon individuals and groups through outside contacts with staff, parents, and children in the participant's school.

Task A: Complete a self-evaluation instrument including the following questions:

--List the names of the 3 individuals in the seminars with whom you have the most trouble dealing.

--For each individual try to explain what the difficulty is.

--How do you think the difficulty can be resolved?

Assessment Variables:

1. Awareness of unconscious behavior and its effects upon individuals and groups
2. A minimal level of acceptable behavior for a day care administrator (staff prognosis)

Results: Mastery: 80%

OBJECTIVE 9 -- Describe distinctions between public, private, non-profit and proprietary day care facilities in terms of:

a) sources of financial support

b) standards for operation

Task A: For each type of facility list:

a) sources of funds available and programs offered at local, state, and federal levels

b) state standards which must be met

c) federal standards which must be met

Results: Mastery: 55%

OBJECTIVE 10 -- Demonstrate the ability to observe the behavior of children and adults and to interpret that behavior in terms of unconscious motivation.

Task A: Observe a video-tape of a typical nursery school incident and describe what is happening.

Assessment Variables:

1. Describes behavior accurately
2. Gives hypotheses for observed behavior
3. Evaluates activities seen in terms of child's needs

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	2	10	12
Non-Mastery	0	6	6
Total	2	16	18

OBJECTIVE 11 -- Increase the individual's repetoire of teaching and interpersonal strategies to provide for all situations which occur during a day care program.

Task A: Demonstrate newly-acquired teaching strategies.

Assessment Variables:

1. Plan the day for children
2. Record fully and accurately the observations of a child(ren) at different times of the day
3. Describe and evaluate interaction between the director-teacher, director-parent, and teacher-parent
4. Describe a day care family indicating its routines and its special needs

Results: Mastery: 53%

OBJECTIVE 12 -- Develop attitudes which make the individual genuinely concerned for and empathic towards the problems of staff, children, and parents.

Task A: Staff will make subjective evaluations of participants in their own schools in terms of increased concern and empathy.

Assessment Variables:

1. Has there been an increased concern and empathy toward the problems of others?
2. What is your prognosis for participant's success as an administrator?

Results: Mastery: 53%

Task B: Draw a teacher

Assessment Variables:

1. Teacher interacting with one or more children
2. Teacher in informal classroom setting
3. Teacher responding to child(ren) (evidence through body posture, touching, holding, etc.)

Results:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	5	0	5
Non-Mastery	5	10	15
Total	10	10	20

Task C: Draw an administrator

Assessment Variables:

Part One:

a) Administrator alone--partial 0

b) Administrator alone--whole 1

c) Administrator at desk 2

d) Administrator involved with specific function of role 3

e) Administrator involved or relating to adults or child 4

Part Two:

a) Administrator interacting with adults or children

b) Administrator performing specific tasks of role

Results/Part Two:

Post Test	Pre-Test		Total
	Mastery	Non-Mastery	
Mastery	2	3	5
Non-Mastery	0	14	14
Total	2	17	19

TABLE 5
Summary of Tests Administered and
Levels of Significance/Mastery

GOAL	TASK	WHEN ADMINISTERED	SIGNIFICANCE OR % OF MASTERY
1	a) List levels of development	Pre/Post	.001*
	b) Analyses of video-taped episodes of parents, teachers, children's behavior	Pre/Post	.15 .20
2	a) Order $100 worth of equipment from catalog	Pre/Post	.34
	b) Write a one-week program around selected objectives	Post	83%**
3	Describe typical play behavior of 2-6 year olds	Pre/Post	.02
4	Kinds of people participants have most difficulty helping? Describe circumstances. How to deal with different circumstances.	Pre/Post	.09
5	Identification of child-rearing practices common to a specific ethnic group	Pre/Post	.001
6	Plan a yearly budget for a day care center	Post	60%
	Plan a classroom	Pre/Post	.09
	Plan an outside yard		.00
7	Survey and map community resources for specific day care center	Pre/Post	.01
8	Complete self-evaluating instrument analyzing reasons for poor interpersonal relations with specific individuals	Post	80%
9	Differentiate among types of day care facilities	Post	55%
10	Describe video-taped behavior	Pre/Post	.001
11	Perform in classroom	Post	53%
12	Draw a teacher	Pre/Post	-.01
	Draw an administrator	Pre/Post	-.02
	Staff observation & evaluation	Post	65%

* Underlining indicates result meets present acceptable level of significance ($P \leq .05$)

** Double underlining meets criterion level for goal achievement.

CONCLUSIONS AND RECOMMENDATIONS

Table 5 lists the goals of the Program for Effective Leadership in Day Care, the tests administered to measure goal achievement, and the level of goal achievement (e.g., mastery or significant behavior change). An examination of these data reveals that 9 of the 12 objectives or 75% were achieved as a result of instruction. This conclusion is based on either a mastery criterion of 60% of participants or less than a 5% probability that the change in behavior which occurred could not be attributed to the curriculum. If the criterion for mastery were set at the 50% level, two more program objectives fall into the "successful" category.

Several general explanations may be offered for the lack of evidence of achievement as measured by some of the test instruments. The first is that, since in some cases many of the participants had achieved mastery on the pre-test, the number of persons who could achieve competency because of the program was severely limited. In these cases, analysis of the pre-test data should have indicated that either the goal be deleted or modified or that the program be individualized and those who already possessed the desired skills be given an opportunity to participate in other learning opportunities to increase their proficiency.

A second explanation suggests that the goals were not achieved because either the period of time was not adequate to bring about behavioral change or indeed that change in behavior was not possible. The sights set for the program may have been unrealistic, especially if the program objective was to change attitudes and values.

A third explanation deals with the hypothesis that inappropriate or inadequate learning experiences were provided. If enough resources or program time were not allocated to achieve a specific program goal, either the importance of the goal should be reevaluated or the program schedule altered to provide for mastery.

A fourth explanation--that the tests constructed to measure mastery were not adequate for the task--may also be offered. More effort must be expended in validating the tailor-made test instruments and determining their reliability. The use of available standardized tests should also be considered.

From two projective instruments designed to measure Goal 12, the data collected indicated significant change, but in a negative direction. The question is voiced whether the instruments were invalid or whether the program had unintended consequences.

It is suggested also that the criteria selected against which mastery is to be determined be reviewed and refined. They should be easily observable and/or measurable and reflect

the type and level of behavior required in the day care field. More research is needed as the foundation for this task. In brief the characteristics of competent day care personnel are still to be identified.

Further staff training in testing and observation is also desirable. Optimum testing conditions will also facilitate data collection.

In summary, it may be concluded that the program achieved a large majority of its stipulated goals and provided a model for curriculum development and evaluation of day care training projects. In addition it generated a pool of normative data which may be used in the future.